



Coláiste na Tríonóide, Baile Átha Cliath Trinity College Dublin

Ollscoil Átha Cliath | The University of Dublin

Centre for Language and Communication Studies

Visiting & Exchange Students 2020-2021

Modules offered to visiting and exchange students by
the Centre for Language and Communication Studies,
Centre for Deaf Studies, and
Trinity Centre for Asian Studies

<https://www.tcd.ie/slscs/undergraduate/visiting/>

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A note on this handbook

This handbook lists and describes the CLCS (including Centre for Deaf Studies and Trinity Centre for Asian Studies) course modules that may be taken by visiting and exchange students. Please retain it for future reference.

The information provided in this handbook is accurate at the time of preparation. Any necessary revisions are notified to students via e-mail or by notices on the noticeboard outside the CLCS office (Arts Building, Room 4091). Please note that in the event of any conflict or inconsistency between the general regulations published in the University Calendar and the information contained in programme or local handbooks, the provisions of the General Regulations in the Calendar will prevail.

This handbook is also available electronically from the CLCS Visiting Students web pages:

<http://www.tcd.ie/slscs/undergraduate/visiting/>

Alternative formats of the Handbook can be made available on request.

Emergency Procedure

In the event Information Procedure of an emergency, dial Security Services on extension 1999.

Security Services provide a 24-hour service to the college community, 365 days a year. They are the liaison to the Fire, Garda and Ambulance services and all staff and students are advised to always telephone extension 1999 (+353 1 896 1999) in case of an emergency.

Should you require any emergency or rescue services on campus, you must contact Security Services. This includes chemical spills, personal injury or first aid assistance.

It is recommended that all students save at least one emergency contact in their phone under ICE (In Case of Emergency).

Student Information System

College administrative processes, including registration, are integrated in a student information system, SITS, which is accessible to all staff and students via the web portal my.tcd.ie.

All communications from College will be sent to you via your online portal which will give you access to your messages. You will also be able to view your timetables online. You will be able to view your personal details in the new system – some sections of which you will be able to edit yourself.

Full user helpline facilities, including emergency contact details, will be available from when you register to guide you through these new processes and to answer any queries that you may have.

Introduction

The course modules that may be taken by visiting and exchange students fall into three categories:

- i. Modules taken only by visiting and exchange students
- ii. Modules taken by Trinity undergraduates in various degree courses (degrees Clinical Speech and Language Studies; Deaf Studies; Computer Science and Language)
- iii. Some of the course modules that form part of the M.Phil. programmes in Linguistics, Applied Linguistics, Speech and Language Processing, English Language Teaching, and Chinese Studies

CLCS's co-ordinator for visiting and exchange students is Professor Neasa Ní Chiaráin.

Admission to CLCS course modules depends on the availability of places and in some instances on the applicant's academic background. Note also that some of the M.Phil. course modules listed may not be available if they are undersubscribed.

Course modules are taught for one term, two hours per week. Timetables are available both on the CLCS visiting student webpage (URL on cover of this handbook) and are displayed on the noticeboard outside Room 4091, Arts Building.

All course modules are assessed by exercises and/or term essays only. Visiting and exchange students to CLCS do not sit examinations. The grades awarded for exercises/term essays are automatically communicated to the student's home university by Academic Registry.

List of modules

Michaelmas Term

- | | | |
|-----------------|-------------|--|
| LIU23003 | (5 Credits) | The Applied Linguistics of English Language Teaching I |
| LIU11001 | (5 Credits) | Language, the Individual, and Society |
| LIU33001 | (5 Credits) | Language Learning |
| LIU33002 | (5 Credits) | Aspects of Written Language |

- DFU11005 (5 Credits) Introduction to the Deaf Community 1
- DFU22003 (5 Credits) Introduction to Sign Linguistics 1
- DFU11003 (5 Credits) Working with the Deaf Community 1
- DFU22005 (5 Credits) Translation and Interpreting, Philosophy & Practice 1*
- DFU11007 (5 Credits) Deaf Education
- LI 7872 (10 Credits) Formal Foundations of Linguistic Theories
- LI 7878 (10 Credits) Describing English Grammar
- LI 7860 (10 Credits) Technology, Language and Communication
- LI 7897 (10 Credits) Speech and Language Technology in Education
- LI 7883 (10 Credits) Multilingualism

Hilary Term

- LIU23001 (5 Credits) Introduction to Contemporary Asian Studies
- LIU23002 (5 Credits) Language and Mind
- LIU23004 (5 Credits) The Applied Linguistics of English Language Teaching II
- LIU11003 (5 Credits) Phonetics and Phonology
- LIU33003 (5 Credits) Aspects of Vocabulary
- DFU11008 (5 Credits) Modality and second language learning
- LIU33004 (5 Credits) Sociolinguistics
- LI 7843 (10 Credits) Linguistic Typology
- LI 7857 (10 Credits) Language Acquisition
- LI 7862 (10 Credits) Linguistic Pragmatics
- LI 7869 (10 Credits) Describing Meaning
- LI 7877 (10 Credits) The Pedagogical Grammar of English
- LI 7866 (10 Credits) Bilingualism and the maintenance of Irish
- LI 7864 (10 Credits) Corpus Linguistics
- LI 7895 (10 Credits) Computer-Assisted Language Learning: Design, Implementation and Evaluation
- LIP 12005 (10 Credits) Corpora in Speech and Language Processing
- LI 7886 (10 Credits) Governance and Politics of the PRC

Module Descriptions - Michaelmas Term

(i) Special module for visiting and exchange students

LIU23003 The Applied Linguistics of English Language Teaching I

Credits: 5

Lecturer: Daniela Modrescu

Aims

This module aims to introduce students to fundamental principles in English language curriculum design, particularly learner-centred approaches to curriculum design. It draws on the Common European Framework of Reference for Languages and the European Language Portfolio in its exploration of the curriculum planning cycle.

Syllabus

Specific themes addressed in the module include exploring different approaches to language curriculum design ranging from grammar-translation, the audiolingual method and the communicative approach; the move from a focus on teaching to a focus on learning; the curriculum planning cycle; portfolio learning; the contribution of the Common European Framework of Reference to the specification, content and assessment of language curricula. The module uses regular group-work to explore the application of these themes with reference to specific target learner groups. Week by week, key topics are introduced with reference to course readings. Topics are explored by the student groups as they gradually develop their expertise in curriculum design. Students are expected to relate their growing understanding to the proficiency levels of the Common European Framework of Reference for Languages (CEFR).

Learning outcomes

On successful completion of this module, students should be able to:

- Identify and analyse communicative approaches to language learning and teaching;
- Describe and evaluate different types of language teaching syllabuses and the theory and practice of learner-centred curriculum design
- Relate the concerns of the Common European Framework of Reference for Languages and the European Language Portfolio to foreign language pedagogy.

Assessment

Students are required to submit a term essay of 3,000 words.

Suggested reading

Nation, I.S.P. & Macalister, J. (2009). *Language Curriculum Design*. London: Routledge.

Nation, I.S.P. & Macalister, J. (2011). *Case studies in language curriculum design: Concepts and approaches in action around the world*. London: Routledge.

Johnston, K. (1989). *The Second Language Curriculum*. Cambridge: Cambridge University Press.

Council of Europe. 2001. *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge: Cambridge University Press.

(ii) Undergraduate degree course modules

LIU11001 Language, the Individual, and Society

Credits: 5

Lecturers include: G.L. De Angelis, B. O'Rourke, P. Matthews, B. Čatibušić, V. Colasanti

Module coordinator: Gessica De Angelis

Aims

1. to enable students to critically evaluate a range of theories and evidence in the fields of Applied Linguistics, Sociolinguistics and Psycholinguistics that relate to language, the individual and society.

2. to facilitate critical debate on a variety of themes central to our understanding of the relationship between language, the individual and society. This critical debate includes the following questions among others:

- How do we acquire language?
- How are we to interpret the fact that language use varies according to geography, social class, gender and context?
- Why do languages die?
- What is the impact of immigration on language attitudes, language acquisition and language transmission?.

Syllabus

The following list of topics is indicative:

- How do babies learn language?
- Do children learn languages better than adults?
- Are there right and wrong ways of using language?
- Does the way you think depend on the language you speak?
- Can threatened languages be saved?
- Are signed languages real languages?
- If you want to live here you should speak our language!
- What is linguistic landscape?
- Language and gender

Learning Outcomes

By the end of this course students will be able to:

- engage in critical discussion on a range of relationships that hold between language, the individual and society
- problematise the idea that only spoken languages are 'real' languages
- evaluate the impact of age on the rate and route of first and second language acquisition
- weigh the merits of different accounts of the relationship between language and thought
- critically assess information and views relating to language attitudes, language acquisition and language transmission in multilingual contexts
- critically analyse issues relating to language and gender.
- critically assess data and opinions about language endangerment and language revitalisation.

Assessment

Students are required to submit an essay of not more than 3,000 words

Suggested Reading

- O'Grady, W., J. Archibald and F. Katamba (2011). *Contemporary Linguistics: An Introduction*. 2nd ed. London: Longman.
- Fromkin, V., R. Rodman and N. Hyams (2007). *An introduction to language*. Boston, MA: Thomson Wadsworth.

LIU33001 Language Learning

Credits: 5

Lecturer: Gessica De Angelis

Aims

This module introduces students to key issues in foreign language learning in formal contexts.

Syllabus

Topics covered include theories of language learning, research findings in relation to successful and unsuccessful learners, the role of the mother tongue.

Learning outcomes

On successful completion of the module, students should be able to:

- Relate the nature-nurture debate to language acquisition research
- Identify the central issues on which language acquisition research has focused
- Summarize the principal findings which have emerged from language acquisition research
- Show the relevance of the findings of language acquisition research - in particular second language acquisition research - to second language teaching
- Apply the findings of language acquisition research to the student's own experience as an observer of language acquisition and to his/her own experience as a language learner.

Assessment

3000 word essay.

Suggested reading

Littlewood, W., 1998: *Foreign and Second Language Learning: Language Acquisition Research and its Implications for the Classroom*. Cambridge: Cambridge University Press. **(textbook)**

Mitchell, R., Myles, F. Marsden, E. (2013) *Second Language Learning Theories*. Third Edition. Abingdon: Routledge

LIU33002 Aspects of Written Language

Credits: 5

Lecturer: TBC

Aims

The aim of this course is to introduce students to a range of perspectives - historical, social, linguistic, discourse-analytic, and cognitive - on a pervasive and hugely important linguistic phenomenon that is often taken for granted by literate people in literate societies: written language.

Syllabus

This module examines the phenomenon of written language from a range of perspectives. It begins by exploring the beginnings and historical development of writing, in the process considering the ways in which different writing systems (e.g., logographic scripts, syllabaries, and alphabets) represent different aspects of language. Further points of discussion are the debate around the social and individual consequences of literacy; the orthography of English; the mental processes involved in reading; written texts as coherent communicative acts; differences between the language of speech and the language of writing; and the relationship between written language and communication technologies.

Learning outcomes

On successful completion of the module, students should be able to:

- Explain the key steps in the historical emergence of writing
- Explain, with examples, how each of the major writing systems represents language structure
- Discuss the social, cognitive and linguistic significance of writing itself and of the printing press
- Analyse written texts for structures and devices of cohesion and coherence
- Explain the role of reader knowledge in interpreting written text
- Explain the linguistic differences between spoken and written language
- Discuss the nature of written language as used in several communication technologies.

Assessment

Students are assessed by a mid-term presentation (50%) and a 2,500-word assignment (50%).

Suggested reading

Biber, D., & Vásquez, C. (2008). Writing and speaking. In C. Bazerman (Ed.), *Handbook of research on writing* (pp. 657-672). New York: Lawrence Erlbaum.

Fasold, R. W., & Connor-Linton, J. (Eds.). (2006). *An introduction to language and linguistics*. Cambridge: Cambridge University Press.

Fromkin, V., Rodman, R., & Hyams, N. (2003). *An introduction to language*. Boston: Thomson Wadsworth.

Sproat, Richard. (2010). *Language, Technology, and Society*. Oxford: Oxford University Press.

DFU 11005 Introduction to the Deaf Community 1

Credits: 5

Lecturer: John Bosco Conama

Aims

The learning aims of this module are to familiarize students with the presence of Irish deaf community and the existence of Irish Sign Language in Irish life.

Module Content

This module introduces students to the range of ways in which deafness and Deaf people are categorised - by medical personnel, by hearing people, and by the Deaf community. We examine the variety of societal responses to deafness over time.

We begin with references to deaf people in ancient times and trace changing attitudes to Deafness, signed languages and Deafhood up until contemporary times. We also explore the notion of Deaf culture and community and consider the objective symbols and behavioural norms of this culture.

This module introduces a continuum of perspectives of deafness, and examines the range of practical and political implications of these views. We also consider the range of implications that this can have on a Deaf person's self-image.

A range of views from Deaf deafened and hard of hearing people which have been pre-recorded are shared over the course of this module. This module also considers different ways of being Deaf in the modern world.

Major organisations from the Irish Deaf community are given attention, while at the same time the relationship between the developed and the developing worlds, with special emphasis on the global experience of deafness and deaf communities are considered.

Learning Outcomes

On successful completion of this module, students should be able to:

- Describe the historical context that notions about deaf people are grounded within society.
- Describe the major philosophical influences on responses to deafness (e.g. legal, religious, educational, rehabilitation, normalisation, eugenics, human rights, socio-cultural views, medical responses to deafness, Deafhood, Deaf Gain).

Assessment

There is a continuous formative part to the assessment for this module:

1. Three online assessment quizzes (scores to be averaged) 100%
2. Assignment of 1500 words (written or in ISL)

Suggested reading

Kusters, A., De Meulder, M., & O'Brien, D. (Eds.). (2017). *Innovations in deaf studies: The role of deaf scholars*. Oxford University Press.

Ladd, Paddy (2003). *Understanding Deaf Culture; in search for Deafhood*. Multilingual Matters, Clevedon.

Lane, H., Hoffmeister, R. and B. Bahan (1996). *A Journey into the Deaf World*. San Diego, California: Dawn Sign Press.

Leeson, L., & Saeed, J. I. (2012). *Irish Sign Language: A cognitive linguistic account*. Edinburgh University Press.

Marschark, M., & Spencer, P. E. (2010). *The Oxford handbook of deaf studies, language, and education* (Vol. 2). Oxford University Press.

Further reading materials will be advised in the classes.

DFU 22003 Introduction to Sign Linguistics 1

Credits: 5

Module Coordinator: Lorraine Leeson

Aims

This module guides the student towards a basic understanding of the linguistic structures of ISL. This module introduces the basic descriptive parameters of the language. Focus is particularly on the phonetic, phonological, morphological and morph-syntactic breakdown of ISL, with reference to other signed language given to provide a cross-linguistic comparator. Topics covered include analysis of the basic parameters of a sign, compounding processes in ISL, verb categories in ISL, non-manual features, and use of space in ISL. Later, particular focus will be on the morpho-syntax, semantics and pragmatics of ISL. Topics for discussion include the identification of word order in ISL, use of topic constructions, question marking, negation, reflexives and reciprocals in ISL, and passive constructions. Other issues addressed include: iconicity and gesture and their relationship to signed languages.

Syllabus

This module is taught across the academic year and guides the student towards a basic understanding of the linguistic structures of ISL. This module introduces the basic descriptive parameters of the language. Focus is particularly on the phonetic, phonological, morphological and morph-syntactic breakdown of ISL, with reference to other signed language given to provide a cross-linguistic comparator. Topics covered include analysis of the basic parameters of a sign, compounding processes in ISL, verb categories in ISL, non-manual features, and use of space in ISL. Later, particular focus will be on the morpho-syntax, semantics and pragmatics of ISL. Topics for discussion include the identification of word order in ISL, use of topic constructions, question marking, negation, reflexives and reciprocals in ISL, and passive constructions. Other issues addressed include: iconicity and gesture and their relationship to signed languages.

Learning outcomes

On successful completion of this module, students should be able to:

- Use ELAN to search the Signs of Ireland digital corpus
- Describe the role of iconicity in ISL
- Describe the phonetic features of ISL
- Describe the 5 phonological parameters that make up a sign

- Describe the way in which new signs are created (borrowing, the productive lexicon, compounding, etc.)
- Describe the use of signing space in a signed language
- Describe the major categories of verbs in ISL
- Describe the major NMFs that occur in ISL
- Describe the function of role-shifting in ISL
- Describe how NMFs co-occur with other manual elements in ISL
- Recognise how temporal reference is marked in ISL
- Describe how aspect functions in ISL
- Demonstrate ability to gloss ISL texts accurately
- Describe the use of signing space in a signed language, with particular reference to verb agreement and role-shifting (also known as 'constructed discourse' and 'constructed action') strategies
- Demonstrate a basic understanding of semantic role assignment in ISL
- Describe the preferred word-order expressed in ISL
- Describe how reflexives and reciprocals are marked in ISL
- Describe how passives are marked in ISL
- Describe the role of topic-marking in ISL
- Describe how questions are marked in ISL
- Describe the functions of eye-gaze in ISL word order
- Describe features that are evident in narrative structure in ISL
- Describe the socio-cultural context that signed languages operate within, with particular reference to Irish Sign Language.
- Outline the historical context for ISL development.

Assessment

2 x coursework (40%)

2 hour written exam (60%)

Suggested reading

Brennan, Mary and Graham H. Turner (eds.) 1994: *Word Order Issues in Sign Language. Working Papers*. Durham: The International Sign Linguistics Association.

Crystal, David 1988: *Rediscover Grammar*. Singapore: Longman.

Fromkin, Victoria; Rodman, Robert and Hyams, Nina 2003: *An Introduction to Language*. Seventh edition. Thomson Heinle.

Leeson, L and Saeed, J.I 2012: *Irish Sign Language*. Edinburgh: Edinburgh University Press.

Leeson, L. and Saeed, J.I. 2012: Word Order. In R. Pfau, B. Woll and M. Steinbach (eds.) *Handbook of Linguistics and Communication Science: Sign Language*. Berlin: de Gruyter.

- Liddell, S.K. 2003: *Grammar, Gesture and Meaning in American Sign Language*. Cambridge: Cambridge University Press.
- McDonnell, Patrick 1996(b): How Snowmen Move: Aspects of Lexical Choice in Irish Sign Language. *Teanga* 16, 121-134.
- Ó Baoill, D.P. and Matthews, P.A. 2000: *The Irish Deaf Community, Volume 2: The Structure of Irish Sign Language*. Dublin: ITE.
- Perniss, P., Pfau, R. and Steinbach, M., 2007: *Sign Languages: A Cross-Linguistic Perspective*. Berlin: Mouton de Gruyter.
- Sutton-Spence, Rachel and Bencie Woll 1999: *The Linguistics of British Sign Language: An Introduction*. Cambridge University Press.
- Valli, Clayton, Ceil Lucas, Kristin J. Mulrooney and Miako Villanueva. *The Linguistics of American Sign Language. An Introduction*. 4th edition.
- Vermeerbergen, Myriam 2006: Past and Current Trends in Sign Language Research. *Language and Communication* 26 (2006) 168-192. Available online at www.sciencedirect.com
- Vermeerbergen, M., Leeson, L. and Crasborn, O. (eds.) 2007: *Simultaneity in Signed Languages: Form and Function*. Amsterdam: John Benjamins.
- Vermeerbergen, M. and Leeson, L. 2011: European Signed Languages – Towards a Typological Snapshot. In Bernd Kortmann and Johan van der Auwera (eds.): *The Languages and Linguistics of Europe: A Comprehensive Guide*, Berlin, Mouton de Gruyter.
- Additional readings will be recommended linked to specific topics covered in class.

DFU 11003 Working with the Deaf Community 1

Credits: 5

Module Coordinator: John Bosco Conama

Aims

This module explores the current issues that are shaped or experienced by those who are working with the Deaf community; in particular, it will focus on how these issues affect the Irish Deaf community. The module is roughly divided into two main areas: (i) a focus on general concepts relating to power, working relationships, etc., and (ii) themes and perspectives that can be identified in the various fields of working with the Deaf community.

Learning outcomes

On completion of this module, students will demonstrate an ability to:

- Classify differing perspectives on deafness impact on working relationships with/within the Deaf community

- Compare and contrast the concepts and strategies adopted by organisations / service providers to meet the needs / rights of Deaf community.

Assessment

There are two parts to assessment for this module:

- (i) Examination (70%)
- (ii) (ii) Three online quiz (to be averaged into 30%)

Suggested reading

Anderson, M.L. Glickman, N.S., Mistler, L.A. and Gonzalez, M. 2016: Working therapeutically with deaf people recovering from trauma and addiction. *Psychiatric rehabilitation journal*, 39(1), p.27.

Andrews, Jean F., Irene W. Leigh and Mary T. Weiner 2004: Deaf people: *Evolving Perspectives from Psychology, Education, and Sociology*. Boston and London: Pearson. (2nd ed.)

Austen, Sally and Susan Crocker 2004: *Deafness in Mind: Working Psychologically with Deaf People Across the Lifespan*. London: Whurr Publications.

Bragg, Lois 2001: *Deaf World: A Historical Reader and Primary Sourcebook*

Conama, John Bosco and Carmel Grehan 2001: *Is There Poverty in the Deaf Community?* Dublin: Irish Deaf Society Publications.

Glickman, Neil S. and S. Gulati 2003: *Mental Health Care of Deaf People: A Culturally Affirmative Approach*. New York. New York University Press.

Ladd, Paddy 2003: *Understanding Deaf Culture: In Search of Deafhood*. Cleavdon Multilingual Matters.

Lane, Harlan 1999: *The Mask of Benevolence: Disabling the Deaf Community* New York. Random House.

Leeson, Lorraine and Myriam Vermeerbergen (eds) (2012) *Working with the Deaf Community: Education, Mental Health and Interpreting*. Dublin: Interesource Group Publishing.

Mullane, A., Conama, J. B., & Fourie, R. (2011). Human rights and the deaf community in Ireland. *CLINICAL SPEECH*, 78.

Rose, H., & Conama, J. B. (2018). Linguistic imperialism: still a valid construct in relation to language policy for Irish Sign Language. *Language policy*, 17(3), 385-404.

DFU 22005 Translation and Interpreting, Philosophy and Practice 1*

Credits: 5

Lecturer: Sarah Sheridan

***Note:** *students must have interpreting or Deaf Studies background as there is a translating element in the module*

Module Content

This module introduces students to current thought on translation and interpretation, with respect to both spoken and signed languages. We will explore issues such as lexical equivalence, equivalence at word level, clause level and discourse level and compare and contrast grammatical equivalence with issues of situational and cultural context. Analysis of interpreting performances will form a central component of this module, relating theory to practice

Learning outcomes

On completion of this module, students will be able to:

- describe the notion of equivalence at word level, clause level, sentence level, grammatical level and discourse level
- outline the impediments to attaining absolute equivalence between language pairs and be able to give examples thereof
- describe the strategies that are used by interpreters and translators in dealing with incongruence between language pairs
- demonstrate the ability to carry out an analysis of an interpreting performance
- demonstrate the ability to prepare a basic English language text for translation to ISL
- demonstrate the ability to prepare a basic ISL text for translation to English

Assessment

A written self-reflection based on an (unmarked) interpretation (2,000 words).

Suggested reading

- Baker, M. 2018: *In Other Words: A Coursebook on Translation* (3rd Edition). London and New York: Routledge.
- Dean, Robyn K., and Robert Q, Pollard. 2013: *The demand control schema: Interpreting as a practice profession*. CreateSpace.
- Pochhacker, F. 2016: *Introducing Interpreting Studies* (2nd Edition). London and New York: Routledge.
- Roy, C.B., Brunson, J.L., & Stone, C.A. 2018: *The Academic Foundations of Interpreting Studies: An Introduction to Its Theories*. Washington: Gallaudet University Press.
- Roy C. B., & Napier, J. (eds.) 2015: *The Sign Language Interpreting Studies Reader*. Amsterdam/Philadelphia: John Benjamins Publishing Company.

Important note: a detailed reading list will be advised by the lecturer.

DFU 11007 Deaf Education

Credits: 5

Lecturer: John Bosco Conama

Module Content

This module explores a range of issues relevant to the delivery of education to Deaf people today. The focus is predominantly on the Irish context and traces the evolution of educational provision from the establishment of educational services for the Deaf through to the current date. Topics for consideration include the manual-oral debate, bilingualism for deaf children, mainstreaming, educational support services (visiting teachers service, home tutors scheme), the educational review process, the voice of the Deaf community in shaping educational policy, accessing information about educational options and the right to choice of parents, preschool provision, primary and post-primary education and access to third level.

Learning outcomes

On completion of this module, students will be able to:

- Assess the structure of the Irish educational system for the Deaf
- Appraise bilingual education as it pertains to the situation of Deaf and hard of hearing children
- Describe the context for poor literacy outcomes for Deaf children internationally since the introduction of oral education policies
- Define oralism

- Synthesize the main policies and practices applied to Deaf education in Ireland from 1880 to the present day
- Critique the approaches to Deaf education in Scandinavia and Europe

Assessment

- 1 x 2,500 word essay (70%)
- Three online assessment quizzes (three scores to be averaged) (30%)

Suggested reading

- Crean, Edward J. 1997: *Breaking the silence: the education of the deaf in Ireland 1816-1996*. Dublin: Irish Deaf Society Publications.
- King, J. Freeman. 2001: *Introduction to Deaf Education: A Deaf Perspective*. Oregon, USA. Butte Publications.
- Lane, Harlan, Robert Hoffmeister & Ben Bahan 1996: *A journey into the deafworld*. San Diego, Calif.: DawnSignPress.
- Lane, Harlan. 1984: *When the Mind Hears: A History of the Deaf*. London. Penquin.
- Leeson, Lorraine and Myriam Vermeerbergen (eds) (2012) *Working with the Deaf Community: Education, Mental Health and Interpreting*. Dublin: Interesource Group Publishing.
- Marschark, Marc and Patrica E. Spencer (eds.) 2003: *Oxford Handbook of Deaf Studies, Language, and Education*. Oxford. Oxford University Press.
- Mathews, E. S. (2017). *Language, Power, and Resistance: Mainstreaming Deaf Education*. Gallaudet University Press.

(iii) M.Phil. course modules

LI 7872 Formal Foundations of Linguistic Theories

Credits: 10

Lecturer: Carl Vogel

Aims

The course is designed to establish competence in foundational mathematical concepts used in contemporary cognitive science and computationally-oriented approaches to linguistic theory. Basic concepts of discrete mathematics are reviewed with attention to their relevance in linguistics: sets, operators, relations, trees, logic, formal language theory. Emphasis is placed on finite recursive specification of infinite formal languages as an idealization of grammar specification for natural languages (each of which is thought to be infinite but managed by finite brains). Natural languages are modelled as

uninterpreted sets of grammatical sentences whose internal structural complexity has implications related to constraints on human syntactic processing. Human languages are also modelled via their translation into logical languages supplied with deductive mechanisms supplying representational and denotational semantic analysis. Logical languages within a range of expressivity classes are considered in terms of their syntax, semantics, and inference mechanisms as simulations of human recognition, interpretation, and reasoning with natural language expressions. Thus, the aims of the course are to (i) establish competence with the core concepts and analytical tools, (ii) develop awareness of the range of applicability of the tools and concepts within linguistic theory and cognitive science, (iii) foster confident and fluent use of formal methods in analysing human language and reasoning.

Working methods

The course relies on lectures and hands-on practice with the formal tools. Self-access practice with the tools is essential. An automated theorem prover is introduced to facilitate specification of formal theories of natural language syntax and semantics within one of the logical languages addressed in the lectures in order to use the theorem prover to test the consequences of theories of language on natural language inputs. Thought-problems designed to test understanding of key concepts will be offered at the end of each session.

Syllabus

Topics addressed in the module include:

- Sets, characteristic functions, operators, relations
- Languages as sets of sentences
- Propositional logic: syntax, semantics & valid inference
- Deductive inference and human reasoning
- Predicate logic: syntax, semantics & valid inference
- First order logic (FOL): syntax & semantics & valid inference
- Translating natural language utterances into FOL
- Axiomatizing theories in Prolog (Horn Logic).

Learning outcomes

On successful completion of the module students should be able to:

- Define the basic constructs in discrete mathematics: sets (finite, infinite and impossible), algebraic operations on sets (intersection, union, complement, difference), characteristic functions, relations (e.g. reflexivity, transitivity,

symmetry), partial orders, total orders, equivalence classes; properties of trees; propositional logic, predicate logic, first order logic, Horn logic (syntax, semantics, limits and valid inference in each case).

- Demonstrate the relevance to syntax of human languages in idealizing natural languages as infinite sets of grammatical sentences;
- Demonstrate the relevance to syntax of human languages in providing finite recursive definitions for infinite logical languages;
- Demonstrate the relevance to semantics of human languages in providing a compositional denotational semantics (with a syntax-semantics interface) to infinite logical languages;
- Explain how natural language semantics may be represented indirectly using formal logical languages and their model-theoretic semantics;
- Specify clear theories of grammar as axioms in a deductive framework capable of testing theoretical predictions;
- Transfer abstract competence to practical

Assessment

Students complete a take-home assignment with a mixture of problems intended to elicit demonstration of mastery of core concepts and ability to reason with those concepts in representing relevant phenomena.

Recommended readings

Course handouts and sources in their bibliographies.

Partee, B. A. ter Meulen and R. Wall. 1993. *Mathematical Methods in Linguistics*. Dordrecht: Kluwer Academic Press.

LI 7878 Describing English Grammar

Credits: 10

Lecturer: Valentina Colasanti

Aims

This module has four principal aims: (i) to examine the major morpho-syntactic features of English, using insights from modern generative linguistic theory; (ii) to understand the principles that account for morpho-syntactic variation across different English dialects (e.g. Irish English, British English, American English, etc.); (iii) to develop a critical perspective on the question of what constitutes *English grammar* from the perspective of modern linguistic theory; (iv) to understand how to compare different varieties of English with other languages using formal tools

Syllabus

This module focuses on the concept of 'grammar' as a type of knowledge, setting aside questions of its usage. Focusing on major morpho-syntactic features, we will examine English grammar from the scientific perspective of modern generative linguistic theory. This approach to grammar as an innate human endowment will prove essential for analysing the structure of English, allowing us to compare the morpho-syntax of different English varieties with other languages in the tradition of comparative linguistics.

Spoiler alert: this module is not a course on prescriptive English grammar.

Learning outcomes

On successful completion of this module, students should be able to:

- Analyse the morpho-syntax of English sentences using insights from modern linguistic theory
- Compare and contrast language variation in different dialects of English
- Evaluate critically the concept of *English grammar* through insights from modern generative linguistic theory
- Compare the grammars of different English dialects with the grammars of other languages

Assessment

Syntax Exercise (Pass/Fail): the syntax exercise will be marked on a pass/fail basis. Students who are unsuccessful on the syntax exercise may be required to submit a supplemental exercise before the end of Hilary term.

Argumentative Essay (100%): students will be assessed on the basis of one 3,000-4,000 word argumentative essay. Details on the essay guidelines will be provided by Teaching week 5.

Suggested readings

Kortmann, Bernd et al. (eds.). 2004. *A Handbook of Varieties of English. Vol. 2: Morphology and Syntax*. Berlin: Mouton de Gruyter.

Larson, Richard. 2010. *Grammar as science*. Cambridge, MA: The MIT Press.

Van Gelderen, Elly. 2010. *An Introduction to the Grammar of English*. Revised edition. Amsterdam/Philadelphia: John Benjamins Publishing Company. (required text)

(Complete Reading List available on Blackboard)

LI 7860 Technology, Language and Communication

Credits: 10

Lecturer: Breffni O'Rourke

Aims

Participants in this module will explore how language and communication are mediated by various technologies, including that of writing. Students will be encouraged to reflect on the relationship between language, communication and technologies on one hand and individual language processing, interactional processes, and the nature of discourse on the other.

Working methods

Lectures, readings and discussions will range over historical, socio-cultural and individual-cognitive levels of analysis as appropriate. The module will be taught through a combination of lectures and workshop activities.

Syllabus

Specific themes addressed in the module are likely to include:

- how writing emerged; the properties of writing systems
- literacy, the mind, and society
- speech, writing, and computer-mediated communication
- meaning and multimodality in computer-mediated communication
- discourse and interaction in computer-mediated communication
- the social psychology of computer-mediated communication
- digital literacies

Learning outcomes

On successful completion of the module, a student should be able to:

- explain the key steps in the historical emergence of writing
- explain, with examples, how each of the major writing systems represents language structure
- explain the linguistic differences between spoken and written language
- Analyse the linguistic and multimodal nature of computer-mediated communication
- Analyse the linguistic and discourse structure of linguistic interaction in a number of different communication technologies.
- Critically assess theories of technology-mediated language as a form of "digital literacy"
- Critically engage with arguments relating to social behaviour online.

Assessment

3,500-4,000 word essay.

Suggested readings

Dresner, E. & S. Herring (2010). Functions of the Nonverbal in CMC: Emoticons and Illocutionary Force. *Communication Theory* 20(3), pp. 249-268

Joinson, A. N. (2003). *Understanding the psychology of Internet behaviour*. Basingstoke: Palgrave Macmillan

Rogers, H. (2005). *Writing systems: A linguistic approach*. London: Blackwell.

Schmandt-Besserat, D., & Erard, M. (2008). *Origins and forms of writing*. In C. Bazerman (Ed.), *Handbook of research on writing* (pp. 7-26). New York: Lawrence Erlbaum

Scott, K. (2015). The pragmatics of hashtags: Inference and conversational style on Twitter. *Journal of Pragmatics*, 81, 8–20

Sproat, R., 2010. *Language, Technology, and Society*. Oxford: Oxford University Press.

Tagg, C., 2015. *Exploring Digital Communication: Language in Action*, 1. Abingdon: Routledge.

Walther, J. B., Van Der Heide, B., Ramirez Jr., A., Burgoon, J. K., and Peña, J. (2015). Interpersonal and hyperpersonal dimensions of computer-mediated communication. *The handbook of the psychology of communication technology*, pp. 4-22. New York: Wiley.

Yus, F. (2011). *Cyberpragmatics: Internet-mediated communication in context*. Amsterdam: John Benjamins

LI 7895 Computer-Assisted Language Learning: Design, Implementation and Evaluation

Credits: 10

Lecturer: Neasa Ní Chiaráin

Aims:

This module combines both theory and practice and sets out to equip students with practical experience and skills as well as a theoretical understanding of how to design, implement and evaluate Computer-Assisted Language Learning applications. The emphasis throughout is on encouraging interdisciplinary collaboration among the students and on project-based group learning. The principal focus is on CALL development for Irish language instruction but content development for other languages is also possible. Specific aims are to:

- (i) enable students from different (technical, pedagogical and linguistic) backgrounds to develop their skills as well as a broad understanding of CALL as

an interdisciplinary field, (ii) to familiarise students with some pedagogical considerations and second language acquisition theory that should ideally guide the development of CALL, (iii) familiarise students with a range of speech and language technologies that can be deployed in CALL (iv) provide students with practical skills in the design/development of CALL content, (v) provide students with practical skills in the implementation of CALL content, (vi) provide students with practical skills in the evaluation of CALL content and (vii) give students, where possible, hands on experience of working as part of a multidisciplinary team in order to create their own prototype digital materials

Syllabus:

This module introduces students to current Computer-Assisted Language Learning (CALL) resources and presents an overview of current major trends in CALL research. In this context, ongoing CALL research on Irish in the School is presented. A brief overview of essential theoretical considerations is presented and discussion includes the fundamental place of second language acquisition and pedagogical theory in the design of CALL content. The specific language context and the sociocultural context of the language learner is another fundamental consideration that is here briefly reviewed along with the need to identify clear linguistic goals in CALL design.

The implementation of CALL design in terms of specific linguistic content or of a platform design, etc. is undertaken as group work and the emphasis throughout is on maximising the interdisciplinary collaboration of students with different backgrounds and skills. Attention is also directed at how CALL materials can be evaluated. The module will encourage students to develop interactive and innovative CALL platforms which may make a significant contribution to the use of new language teaching methodologies in which technology can play a very significant role. The impact of the module may be significant in disseminating interactive CALL materials into schools.

Learning outcomes:

On successful completion of this module students will be able to:

- 1) explore how language structure as well as language acquisition and pedagogical theory should ideally be used as a foundation for CALL design;
- 2) describe how concepts, models and resources from speech and language sciences can be exploited to design powerful learning environments for CALL;
- 3) engage in implementation of CALL resources/materials that exploit speech and language models and technologies;
- 4) discuss suitable evaluation frameworks for speech and language-based CALL applications;

- 5) undertake research in either design or implementation of digital materials for CALL;
- 6) communicate the results of this research through presentation and through a written account. This should, where appropriate, include supplementary materials/content developed

Assessment:

3-4,000 word essay

Suggested readings

Materials are developed and tailored specifically for the course. Relevant material will be provided in and through Blackboard: e-books, e-journal articles and online materials are typically used in combination with lectures.

The indicative reading list for this module includes:

Beatty, K. (2003). *Teaching and researching computer-assisted language learning*. New York: Longman.

Chapelle, C. (2001). *Computer applications in second language acquisition: Foundations for teaching, testing, and research*. Cambridge: Cambridge University Press.

Long, M. H. (1996). The role of the linguistic environment in second language acquisition. In W. C. Ritchie & T. K. Bhatia (Eds.), *Handbook of research on language acquisition: Second language acquisition*. (Volume 2., pp. 413–468). San Diego, CA: Academic Press.

Ní Chiaráin, N. (2014). *Text-to-Speech Synthesis in Computer-Assisted Language Learning for Irish: Development and Evaluation*. (Doctoral thesis, CLCS, Trinity College, Dublin).

Ní Chiaráin, N., & Ní Chasaide, A. (2015). Evaluating Synthetic Speech in an Irish CALL Application: Influences of predisposition and of the holistic environment. In S. Steidl, A. Batliner, & O. Jokisch (Eds.), *SLaTE 2015: 6th Workshop on Speech and Language Technologies in Education* (pp. 149–154). Leipzig, Germany

Ní Chiaráin, N. & Ní Chasaide, A. (2020). The Potential of Text-to-Speech Synthesis in Computer-Assisted Language Learning: A Minority Language Perspective in, editor(s) Alberto Andujar, *Recent Tools for Computer- and Mobile-Assisted Foreign Language Learning*, Hershey, PA, IGI Global, 2020, pp149 - 169

Thomas, M., Reinders, H., & Warschauer, M. (Eds.). (2012). *Contemporary computer-assisted language learning*. A&C Black. Thorne, S.L. & May, S. (Eds.) (2017) *Language, Education and Technology* (3rd ed.) Springer

LI 7897 Speech and Language Technology in Education

Credits: 10

Lecturers: Neasa Ní Chiaráin

Aims

The aim of this module is to introduce students to how speech and language technology, as well as computational models of speech and language can be used in the teaching/learning of language. There will be a specific focus throughout on the Irish language and its particular context, but an in depth knowledge of the Irish language is unnecessary for participation. The focus is both theoretical and practical and the course emphasises the multidisciplinary perspectives that are required for effective deployment of technology in education. Students are introduced to a range of speech and language technologies, some of which are currently in use for language instruction, and some of which, though ripe for educational deployment, are not yet in use. Learning theories and pedagogical methods are explored in terms of their implications for the development of technological applications in language teaching. The sociolinguistic context is a further major factor which is considered. The broader question of differences in the deployment of the technology in minority and major world languages are discussed.

The module will be innovative in encouraging students from technical, pedagogic and linguistic backgrounds to explore the interdependence of these areas for the production of materials which are interdisciplinary by nature. Upon completion of the module, it is expected that students will have acquired specialised knowledge, skills and a theoretical framework for developing educational technology for language instruction.

Syllabus

The module will equip students with a multidisciplinary theoretical framework as a background for the research and development of educational applications of technology. Speech and language technology is explored in detail and its potential for transforming the educational process is discussed. The need for a firm theoretical foundation in language acquisition and pedagogical theory as a precursor to educational content development is a major theme. Furthermore, attention is given the linguistic structure of the target language, the specific linguistic goals for particular learner cohorts are central considerations. Students also consider the sociocultural context in which the educational technology is being deployed. In this module there is ongoing reference to Irish speech and language technology and the implications of technology for

minority and endangered languages in comparison to major world languages are considered. While the module does not require students to have knowledge of the Irish language, illustrations with a specific reference to Irish will be used throughout.

Learning outcomes

On successful completion of this module, students should be able to:

- 1: articulate why linguistic analysis / theories of language acquisition are fundamental to the development of content in educational technology
- 2: debate how speech analysis, speech models and speech technologies are currently used for language instruction. Articulate how the current state-of-the-art in these areas offers potential new avenues for future development
- 3: debate how computational analysis and models of language, and language technologies are currently used for language instruction and the directions in which future developments are envisaged
- 4: discuss how the specific language context and the socio-cultural setting (e.g., lesser-spoken vs. major world languages) impacts on the provision and use of speech and language technologies
- 5: undertake research in one specific aspect of technology-based language instruction
- 6: communicate the results of this research through written papers and/or presentations

Assessment

3-4,000 word essay.

Suggested readings

- Beatty, K. (2003). *Teaching and researching computer-assisted language learning*. New York: Longman.
- Handley, Z. (2009). Is text-to-speech synthesis ready for use in computer-assisted language learning? *Speech Communication*, 51, 906–919.
doi:10.1016/j.specom.2008.12.004
- Lightbown, P. & Spada, N. (2013) *How Languages are Learned*. Oxford University Press.
- Long, M. H. (1996). The role of the linguistic environment in second language acquisition. In W. C. Ritchie & T. K. Bhatia (Eds.), *Handbook of research on language acquisition: Second language acquisition*. (Volume 2., pp. 413–468). San Diego, CA: Academic Press.
- Ní Chiaráin, N. (2014). *Text-to-Speech Synthesis in Computer-Assisted Language Learning for Irish: Development and Evaluation*. (Doctoral thesis, CLCS, Trinity College, Dublin).

- Ní Chiaráin, N. & Ní Chasaide, A. (2019), Integrating Dialogue within an iCALL Platform for Irish, *Dialog for Good (DiGo) 2019: Workshop on Speech and Language Technology Serving Society, Stockholm, Sweden*
- Ní Chasaide, A., Ní Chiaráin, N., Berthelsen, H., Wendler, C., Murphy, A., Barnes, E. & Gobl, C. (2019). Leveraging Phonetic and Speech Research for Irish Language Revitalisation and Maintenance, *ICPhS 2019, Melbourne, Australia*, pp994 – 998
- Thomas, M., Reinders, H., & Warschauer, M. (Eds.). (2012). *Contemporary computer-assisted language learning*. A&C Black.
- Thorne, S.L. & May, S. (Eds.) (2017) *Language, Education and Technology (3rd ed.)* Springer

LI 7883 Multilingualism

Credits: 10

Lecturers: Gessica De Angelis, Sarah Sheridan

Aims

The goal of this module is to introduce students to ideas and concepts of multilingualism, and to examine situations where three or more languages are present in an individual's language repertoire or speech community. This module takes as its point of departure multilingual individuals (children and adults) and their social context. It has three key themes: (1) to explore concepts and theories in multilingual individuals, communities and societies, (2) to introduce cognitive and acquisitional aspects of multilingualism; and (3) to assess critically successes and failures in policies to encourage multilingual language learning and use, particularly in education. The module is intended as an introduction to research for students who are considering research on multilingualism in individuals and societies. Whilst drawing on examples from across the world, the module nevertheless has a strong European flavour, with references to the work of the European Union and Council of Europe in language education policy, and case studies drawn from multilingualism in Europe.

Syllabus

Specific aspects addressed in the module include:

- General issues and concepts in individual and societal multilingualism
- Multilingual language acquisition, the role of prior native and non-native language knowledge in the language acquisition process, multilingualism and cognitive development, crosslinguistic influence

- Multilingual education programmes, tools to encourage multilingual language use and learning, and evaluation/assessment
- Language policy and language education policy in multilingual contexts

Learning outcomes

On successful completion of this module, students should be able to:

- Analyse general issues and concepts in research on individual and societal multilingualism
- Critically evaluate theory and research relevant to multilingual practices and policies.
- Assess research on acquisitional and cognitive aspects of multilingual language acquisition
- Examine the impact of official language policies on multilingualism
- Critically assess the role of different types of educational systems and policies in affording opportunities for multilingual language learning and use
- Conduct research on multilingualism in the individual and society

Assessment

The module will involve a site visit to a local example of multilingualism in practice. After this visit, students will write and submit a reaction paper (1000-1500 words) which is weighted at 40% towards the mark for the module. At the end of the course each student will submit a research paper (2000-2500 words) weighted at 60% of the final mark.

Suggested readings

- Aronin, L., & Singleton, D. (2012). *Multilingualism*. Amsterdam: John Benjamins.
- De Angelis, G. (2007). *Third or Additional Language Acquisition*. Clevedon: Multilingual Matters.
- Weber, J.-J., & Horner, K. (2012). *Introducing Multilingualism: A Social Approach*. New York: Routledge.

Module Descriptions - Hilary Term

(i) Special courses for visiting and exchange students

LIU23001 Introduction to Contemporary Asian Studies

Credits: 5

Lecturers: various

Module coordinator: Chung Kam Kwok

Aims

This course aims to provide an introduction to Asian Studies and in particular a multidisciplinary exploration of language, thought, society, culture, business and diplomatic relations in China, Korea and Japan.

Syllabus

The course will introduce students to the discipline of contemporary Asian Studies, and will explore how China, Japan and Korea have evolved as cultural and economic drivers in Asia and in a global context. It will examine key issues such as relationships between the individual, society and thought, and popular culture. Students from all disciplines will be encouraged to engage practically and critically with the topics explored in the module through classroom presentations and discussion.

Learning Outcomes

On successful completion of this module, students should be able to:

- outline the main theories of society, the individual and thought relevant to contemporary East Asia
- describe and explain the main differences in contemporary culture between China, Japan and Korea
- describe and analyse accounts of the development of the 'Asian Century' and the roles of Japan, Korea and China in the Asia Pacific
- make oral presentations, either individually or in teams, to an audience of their peers

Assessment

Coursework (in-class presentations) – 40% of overall grade

End of module assignment - 60% of overall grade

Suggested Reading

A reading pack comprising a range of articles relevant to the content will be available through Blackboard on joining the course. Further readings:

Buzo, Adam (2007). *The Making of Modern Korea* (Second Edition). London: Routledge.

Kingston, Jeff (2011). *Contemporary Japan: History, Politics, and Social Change since the 1980s*. Oxford: Blackwell

Spence, Jonathan (2012). *The Search for Modern China* (Third Edition). New York: W. W. Norton & Company.

LIU23002 Language and Mind

Credits: 5

Lecturers include: B. O'Rourke, J. Saeed, L. Leeson, S. Sheridan, I. Yanushevskaya, V. Colasanti

Module coordinator: Gessica De Angelis

Aims

This general course provides students with an introduction to key concepts and developments in modern linguistics, and in related areas of applied linguistics and psychology. Among the questions we are likely to consider are the following:

- What are the essential components of language?
- What are the basic linguistic categories and structures?
- How do we analyse and describe speech sounds?
- What are the universal features in the phonological, morphological and syntactic systems of language?
- How does language convey meaning?
- Is language unique to humans?
- What are we to make of attempts to teach other animals to use language?
- What are the social and linguistic mechanisms of language change over time?
- How do we construct our interpretation of speech as we participate in conversations?
- How do we acquire second and foreign languages?
- Why do adults find languages so hard to learn?

Syllabus

Topics are likely to include:

- Is language unique to humans?

- Semantics: how words and sentences mediate meaning
- Language and modality: speaking, signing and gesturing
- Pragmatics: linguistic meaning and linguistic action in context
- Models of second language acquisition
- The psychology of the language learner
- Sounds of languages: initiation, phonation and articulation
- Phonological concepts and analysis
- Dynamics of language change
- Linguistic universals: morphology and syntax

Learning Outcomes

On successful completion of this module students should be able to:

- Identify the key features of human language and problematise the question of whether language is unique to humans
- evaluate the ways in which different languages use the structure of words and the ordering of linguistic elements to convey the speaker's communicative intent
- define basic semantic relations and categories and perform simple semantic analysis
- Identify what factors impact on the rate and route of acquisition of second and foreign languages
- apply the principles of the phonetic description of speech sounds to perform basic phonetic analysis
- discuss basic phonological concepts and steps involved in phonemic analysis
- understand the social and linguistic dynamics of language change over time
- identify universal features in the phonological, morphological and syntactic systems of language

Assessment

Students are required to submit an essay of not more than 3,000 words

Suggested Reading

- O'Grady, W., J. Archibald and F. Katamba. (2011) *Contemporary Linguistics: An Introduction*. 2nd ed. London: Longman
- Fromkin, V., R. Rodman and N. Hyams. (2007) *An introduction to language*. Boston, MA: Thomson Wadsworth

Lecturers may also recommend supplementary readings each week and a reading list per topic will be issued during the course.

LIU23004 The Applied Linguistics of English Language Teaching II

Credits: 5

Lecturer: Daniela Modrescu

Module coordinator: Sarah Sheridan

Aims

This module aims to introduce students to fundamental principles in English language curriculum design and language testing, and to apply those principles to the design of language tasks and tests.

Syllabus

Specific themes addressed in the module include how to approach the teaching of grammar in the language classroom; the selection and use of authentic materials at various proficiency levels; the ways that media technologies can contribute to language learning; types of language test and their purpose; the testing cycle; the design of test items and test tasks. The module uses regular group-work to explore the application of these themes with reference to specific target learner groups. Week by week, key topics are introduced with reference to course readings. Topics are explored by the student groups as they gradually develop their expertise in curriculum design. Students are expected to relate their growing understanding to the proficiency levels of the Common European Framework of Reference for Languages (CEFR).

Learning outcomes

On successful completion of this module, students should be able to:

- Identify and evaluate approaches to learning/teaching grammar in language learning, pedagogical materials and use of authentic texts
- Understand models of language tests, issues in test administration and scoring, and the social dimension of language testing
- Relate the concerns of the Common European Framework of Reference for Languages and the European Language Portfolio to foreign language pedagogy.
- Apply this understanding to the design of appropriate language test items and their scoring.

Assessment

Students are required to submit a term essay of 3,000 words.

Suggested reading

Nation, I.S.P. & Macalister, J. (2009). *Language Curriculum Design*. London: Routledge.

McNamara, T. 2000. *Language Testing*. Oxford: Oxford University Press.

Council of Europe. 2001. *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge: Cambridge University Press.

Shohamy, E. 2001. *The Power of Tests. A Critical Perspective on the Use of Language Tests*. Harlow: Pearson Education.

(ii) Undergraduate degree course modules

LIU 11003 Phonetics and Phonology

Credits: 5

Lecturer: Irena Yanushevskaya

Module coordinator: Ailbhe Ní Chasaide

Module Content:

The course provides students with the foundations of systematic analysis of speech sounds and introduces the principles of articulatory phonetic description of speech sounds and of phonemic analysis.

Learning outcomes:

On successful completion of the course students should be able to:

- Describe the processes underlying production of speech sounds (initiation, phonation, articulation) providing appropriate examples to illustrate the description;
- Analyse and classify speech sounds in terms of articulatory phonetics using principles and conventions of the international phonetic association;
- Analyse, label and transcribe sounds of English and other languages using broad and narrow phonetic transcription with the symbols of the International Phonetic Alphabet (IPA);
- Apply the basic principles of phonemic analysis to phonological data.

Assessment:

Homework, consisting of exercises, is carried out on a regular basis. A selection of these exercises is marked and contributes 50% towards the overall mark for the module. A short written project contributes the other 50%.

Text book:

Ladefoged, P., & Johnson, K. (2010). *A Course in Phonetics* (6 ed.): Wadsworth, Cengage Learning.

And also:

International Phonetic Association (1999) *Handbook of the International Phonetic Association*. Cambridge: Cambridge University Press.

Ní Chasaide, A. (2001) Phonetics (Ch.7), in *Introduction to Language Study*, CLCS, Trinity College Dublin.

Ní Chasaide, A. (2001) Phonology (Ch.8), in *Introduction to Language Study*, CLCS, Trinity College Dublin.

Ashby, M., Maidment, J. (2005) *Introducing Phonetic Science*. Cambridge: Cambridge University Press.

Catford, J.C. (1990) *A practical Introduction to Phonetics*. Oxford: Oxford University Press.

Catford, J.C. (1977) *Fundamental Problems in Phonetics*. Edinburgh: Edinburgh University Press.

Wells, J.C. (1982) *Accents of English*, Vol 1-3, Cambridge: Cambridge University Press.

Clark, J., Yallop, C., & Fretcher, J. (2007) *An Introduction to Phonetics and Phonology*, 3rd ed. Oxford: Blackwell Publishing

Davenport, M., Hannahs, S. J. (2010) *Introducing Phonetics and Phonology*. Routledge.

LIU 33003 Aspects of Vocabulary

Credits: 5

Module Coordinator: Elaine Uí Dhonnchadha

Module Content

The topics to be explored in this connection will include: lexis and syntax, lexis and morphology, lexical partnerships, lexis and meaning, lexis and phonology, lexis and orthography, lexical variation, lexical change, lexical acquisition and lexical processing

Learning outcomes

On successful completion of this module, students should be able to:

- Characterize the nature of the word and to explain why its definition is problematic
- Demonstrate the interdependence between lexis and grammar
- Define and illustrate the syntagmatic semantic phenomenon of collocation and the principal paradigmatic meaning relations operative at a lexical level
- Characterize and illustrate the lexical dimensions of phonology and orthography
- Characterize and illustrate the lexical dimensions of language variation and language change
- Characterize and illustrate major features of lexical acquisition

Assessment

3,000 word essay.

Recommended reading

- D. Singleton, (2000). *Language and the Lexicon: An Introduction*. London: Edward Arnold,
- Elisabetta Jažek, (2016). *The Lexicon: An Introduction*. Oxford University Press.
- R. W. Fasold & J. Connor-Linton, Eds. (2014). *An Introduction to Language and Linguistics*. Cambridge University Press.
- R. Chacón-Beltrán, C. Abello-Contesse & M.M. Torreblanca-López (2010) *Insights into Non-native Vocabulary Teaching and Learning*. Bristol: Multilingual Matters.

DFU11008 Modality and second language learning

Credits: 5

Lecturer: Sarah Sheridan

Module Content:

This module aims to introduce students to key issues in second language acquisition (SLA). The course will cover a range of theoretical perspectives on second language teaching and learning, research on SLA and key issues relating to the language acquisition of sign languages. We will contrast deaf and hard-of-hearing language users, who have a signed language as a first or second language, with hearing language users, particularly those who learn a sign language, or are spoken-sign language multilinguals. The backdrop to the discussion will entail review of the major theoretical positions on second language acquisition (e.g. behaviourism vs nativism, the critical period hypothesis, individual and group differences) and will draw on research on spoken and sign language users. This course also includes reading seminars, which students will be expected to participate in fully, based on a more detailed course outline and reading list distributed at the beginning of the course.

Learning Outcomes:

On successful completion of this module, students should be able to: • Describe similarities and differences between first language acquisition, second language acquisition and bilingualism; • Discuss key theories and issues relating to bilingualism and second language acquisition and their relevance in second language research and teaching; • Describe the hallmarks of the nativist and behaviourist approaches to language acquisition and their relevance in second language acquisition; • Discuss ways in which theories of bilingualism/ second language acquisition have developed over the last century; • Describe key issues relating to sign language acquisition; • Discuss principal findings which have emerged from research on second language acquisition of sign language users;

Assessment Details:

One written assignment of 2,500 words.

Recommended Reading:

Chamberlain, C., Morford, J., and Mayberry., R. (eds.), 2000. Language Acquisition by Eye. New Jersey: Lawrence Erlbaum Associates.

Dörnyei, Z. and Ryan, S., 2015. The Psychology of the Language Learner Revisited. Routledge.

Marschark, M., & Spencer, P. E., 2016. The Oxford Handbook of Deaf Studies in. Oxford University Press.

Mitchell, R., Myles, F. and Marsden, E., 2013. Second language learning theories. Routledge.

Morgan, G., and Woll, B. (eds.), 2002. Directions in Sign Language Acquisition. Amsterdam/Philadelphia: John Benjamins.

Napier, J., Leeson, L., 2016. Sign Language in Action. Palgrave Macmillan.

Additional readings will be recommended for specific lectures.

LIU33004 Sociolinguistics

Credits: 5

Lecturer: Valentina Colasanti

Aims

This module is an introduction to the study of language in relation to society.

Module Content

Sociolinguistics is the systematic study of language as a social phenomenon. The way that an individual speaks is determined by many factors, such as:

- a) where they are from
- b) how old they are
- c) who they are speaking with at a particular time
- d) who they generally speak with
- e) what they think about how others speak

This class is a hands-on exploration of how social factors influence the way that language is used. We investigate variation that occurs in language and how languages change. Some of the topics we cover include regional variation, language attitudes, multilingualism, social networks, and language contact.

Teaching and Learning Methods

The course is based on lectures and the analysis of sociolinguistic data. Students are expected to read the assigned texts and use insights gained from reading, lectures, and discussion to analyse sociolinguistic data sets.

Independent study is required for the preparation of the course, review of the materials, and completion of assessments.

Learning outcomes

On successful completion of this module students should be able to:

- describe socially-significant variation in the use of language within specific language communities
- identify socially-significant variables within languages and to examine these in the light of hypotheses on historical change
- critically discuss language standardization as a social process
- critically review relationships between language and other aspects of culture and cognition
- conduct library or field research on language in its social context.

Assessment

Argumentative Essay (100%). Students will be assessed on the basis of one 3,000 word argumentative essay. Details on the essay guidelines will be provided by Teaching week 5.

Recommended Reading List:

Janet Holmes and Nick Wilson. 2017. *An Introduction to Sociolinguistics*. 5th edition. London: Routledge. (required text)

Tagliamonte, Sali. 2012. *Variationist Sociolinguistics: Change, Observation and Interpretation*. London/New York: Wiley-Blackwell.

Van Herk, Gerard. 2012. *What is sociolinguistics?*. London/New York: Wiley-Blackwell.

Wardhaugh, Ronald and Janet M. Fuller. 2015. *An Introduction to Sociolinguistics*. 7th ed. Oxford: Wiley-Blackwell.

(Complete Reading List available on Blackboard)

(iii) M.Phil. course modules

LI 7843 Linguistic Typology

Credits: 10

Lecturer: John Saeed

Aims:

The module main aims are (i) to introduce students to the study of the structural similarities and differences between the languages of the world; (ii) to familiarize students with the principles of research in linguistic typology, including how representative language samples are established; (iii) to give students experience of the practical analysis of cross-linguistic patterns that are found in phonology, morphology and syntax; and (iv) to familiarize students with the tasks of formulating and evaluating typological argumentation.

Syllabus:

The module topics include the genetic classification of languages, phonological inventories, word order, word classes, case marking, classification systems, ergativity, complex predication, and spatial language and lexicalization. The module also covers methodology and sampling. An important element is weekly exercises in the typological description of languages unfamiliar to the students.

Learning outcomes:

On successful completion of this module students should be able to:

- describe in detail the basic theoretical framework for the systematic analysis of language diversity
- apply the tools of typological analysis to genetically unrelated languages
- explain how competing claims about cross-linguistic structural properties may be evaluated
- analyse how typological analysis relates to historical linguistics, areal linguistics and language contact.

Assessment:

3-4,000 word assignment.

Suggested readings:

Moravcsik, Edith A. 2013. *Introducing Language Typology*. Cambridge: Cambridge University Press. **(Textbook)**

- Comrie, B. 1989. *Language Universals and Linguistic Typology: Syntax and Morphology*. Chicago: University of Chicago Press.
- Croft, W. 2002. *Typology and Universals*. (2nd ed.) Cambridge: Cambridge University Press.
- Dryer, M. S. & Haspelmath, M. (eds.) 2013. *The World Atlas of Language Structures Online*. Leipzig: Max Planck Institute for Evolutionary Anthropology. At <http://wals.info>
- Payne, T.E. 2006. *Exploring Language Structure: A Student's Guide*. Cambridge: Cambridge University Press.
- Shopen, Timothy (ed.) 2007. *Language Typology and Syntactic Description*. Three volumes. Second edition. Cambridge: Cambridge University Press.
- Song, Jae Jung. 2001. *Linguistic Typology: Morphology and Syntax*. Harlow: Longman.
- Song, Jae Jung (ed.) 2011. *The Oxford Handbook of Linguistic Typology*. Oxford: Oxford University Press.

LI 7857 Language Acquisition

Credits: 10

Lecturer: Gessica De Angelis

Aims

The general aim of this module is to introduce students to the known facts, the principal theoretical issues and the current areas of debate relative to language acquisition. The module will include within its purview child language development involving a single language, the acquisition in childhood of two or more languages, and the learning of additional languages later in life. As well as examining the above acquisitional phenomena themselves, the module will outline the research methodologies deployed in their investigation.

Working methods

The topics of the module will be presented in lecture form and will be further explored in group discussion. Students will be pointed towards readings dealing with aspects of material covered in class and will be encouraged to link such material to their own experience as language learners and teachers.

Syllabus

Specific themes addressed in the module will include:

- The major milestones of child language development
- Behaviourist and Nativist perspectives

- Language Acquisition and age
- Input modification and its effects
- The Critical Period Hypothesis
- Multilingualism
- Cross-linguistic and developmental aspects of multiple language learning

Learning outcomes

On successful completion of this module students will be able to:

- Discuss language acquisition on the basis of the agreed central facts of monolingual child language development, simultaneous bi-/multilingual acquisition and additional language learning.
- Engage in informed debate about the controversial questions associated with the above and of a range of theoretical perspectives attempting to address such question.
- Provide evidence of a critical awareness of the range of research methodologies used by language acquisition researchers.

Assessment

3-4000 word assignment.

Recommended Reading List:

- Aronin, Larissa and David Singleton. 2012. *Multilingualism*. Amsterdam: John Benjamins.
- Baker, Colin. 2006. *Foundations of Bilingual Education and Bilingualism*. 4th ed. Clevedon: Multilingual Matters Ltd.
- Clark, Eve V. 2003. *First Language Acquisition*. Cambridge: Cambridge University Press.
- Cook, Vivian. (ed.) 2002. *Portraits of the L2 User*. Clevedon: Multilingual Matters.
- Cook, V., and D. Singleton (2014). *Key topics in second language acquisition*. Bristol: Multilingual Matters.
- De Angelis, G. 2007. *Third or Additional Language Acquisition*. Clevedon: Multilingual Matters
- Ellis, R., and N. Shintani (2014). *Exploring language pedagogy through second language acquisition research*. London: Routledge.
- Larsen-Freeman, Diane and Michael H. Long. 1991. *An Introduction to Second Language Acquisition Research*. London: Longman.
- Mackey, A. and Gass, S.M. (2005) *Second Language Research. Methodology and Design*. London: Routledge

- Mitchell, R., Myles, F. Marsden, E. (2013) *Second Language Learning Theories*. Third Edition. Abingdon: Routledge
- Ringbom, Håkan. 2007. *Cross-linguistic Similarity in Foreign Language Learning*. Clevedon: Multilingual Matters.
- Saville-Troike, M. & Barto, K. (2017) *Introducing Second Language Acquisition*. Third Edition. Cambridge: Cambridge University Press.
- Singleton, David. 1999. *Exploring the Second Language Mental Lexicon*. Cambridge: Cambridge University Press.
- Singleton, David and Lisa Ryan. 2004. *Language Acquisition: the Age Factor*. 2nd ed. Clevedon: Multilingual Matters.

LI 7862 Linguistic Pragmatics

Credits: 10

Lecturer: John Saeed

Aims

The course's main aims are (i) to introduce students to inferential theories of pragmatics; (ii) to familiarize students with Relevance Theory in particular; and (iii) to give students experience of the practical description of conversational data.

Working methods

The topics of the course are introduced in lectures and explored and developed in workshops and seminars. Practical description will focus on English but student speakers of other languages will be encouraged to apply their analyses to their first languages.

Syllabus

Specific topics included in this module include:

- Grice and conversational maxims
- the principle of Relevance
- conceptual and procedural meaning
- the under-specification of meaning and processes of contextual enrichment
- lexical pragmatics
- coherence relations in discourse
- metaphor, irony and humour
- the functions of discourse connectives

Learning outcomes

On successful completion of this module, students should be able to:

- demonstrate a theoretically informed awareness of the importance of inference and context to linguistic communication
- demonstrate an understanding of attempts to classify communication types
- explain Relevance Theory
- apply Relevance Theoretical analyses to conversational data

Assessment

3-4,000 word assignment

Suggested readings

Clark, Billy. 2013. *Relevance theory*. Cambridge: Cambridge University Press. **(Textbook)**

Huang, Yan. 2007. *Pragmatics*. Oxford: Oxford University Press. **(Textbook)**

Blakemore, Diane. 1992. *Understanding Utterances: An Introduction to Pragmatics*. Oxford: Blackwell.

Carston, Robyn. 2002. *Thoughts and Utterances: The Pragmatics of Explicit Communication*. Oxford: Blackwell.

Wilson, Deirdre and Dan Sperber. 2012. *Meaning and Relevance*. Cambridge: Cambridge University Press.

Levinson, Stephen C. 2000. *Presumptive Meanings: The Theory of Generalized Conversational Implicature*. Cambridge, MA: MIT Press.

Levinson, Stephen C. 1983. *Pragmatics*. Cambridge: Cambridge University Press.

Grice, H. P. 1989. *Studies in the Way of Words*. Cambridge, MA: Harvard University Press.

Leech, Geoffrey N. 1983. *Principles of Pragmatics*. London: Longman.

LI 7869 Describing Meaning

Credits: 10

Lecturer: John Saeed

Aims

The course's main aims are (i) to introduce students to the basic challenges facing the linguist seeking to analyze meaning communicated through

language; (ii) to familiarize students with some leading representational and denotational approaches to semantics; and (iii) to give students experience of the practical description of the semantic structures of languages.

Module Content

The topics of the course are introduced in lectures and explored and developed in workshops and seminars. Exercises and discussion will focus on a range of languages in addition to English. Specific topics included in this module include:

- theories of reference
- lexical relations and the dictionary
- the logical structure of language
- verbal argument structure
- event structure
- information structure
- metaphor and metonymy

Learning outcomes

On successful completion of this module, students should be able to:

- apply the arguments for distinguishing the fields of semantics and pragmatics
- describe the basic aspects of lexical semantics, including the status of lexemes and major lexical relations in English and one or more other languages
- describe, analyse and apply formal approaches to semantics
- assess the relationship between context and meaning
- describe some cognitive accounts of figurative uses of language

Assessment

3-4,000 word assignment

Suggested readings

Saeed, John I. 2016. *Semantics*. Fourth edition. Oxford: Wiley-Blackwell.
(Textbook)

Allen, K. 1996. *Linguistic Meaning*. 2 volumes. London: Routledge Kegan Paul.

Cruse, D. A. 1986. *Lexical Semantics*. Cambridge: Cambridge University Press.

Ungerer, F. and H.-J. Schmid. 2006. *An Introduction to Cognitive Linguistics*. Second edition. Harlow, England: Pearson Education.

Lakoff, George. 1987. *Women, Fire and Dangerous Things: What Categories Reveal about the Mind*. Chicago: University of Chicago Press.

Lyons, John. 1977. *Semantics*. 2 volumes. Cambridge: Cambridge University Press.

LI 7877 Pedagogical Grammar of English

Credits: 10

Lecturer: Breffni O'Rourke

Aims

This module is concerned with the nature and development of L2 grammar, and with grammar as pedagogical content, with specific reference to English. The principal aims are to foster in students a critical awareness of a range of factors affecting the acquisition of L2 grammar, and to provide them with a basis for critically assessing a range of approaches to the teaching of grammar.

Working methods

The module will be taught through a combination of lecture, workshop activities based on English grammar points and ELT materials, and student-led discussion.

Syllabus

Specific themes addressed in the module include:

- the nature of grammatical rules
- declarative and procedural knowledge
- the roles of conscious and unconscious grammatical knowledge in learning a second or foreign language
- the relationship between grammar and lexis
- the role of output and practice in grammar acquisition
- the role of feedback in grammar acquisition

Learning outcomes

On successful completion of the module, students should be able to:

- critically discuss a range of conceptions of “grammar” in relation to the enterprise of language learning and teaching
- critically discuss a range of factors affecting the acquisition of L2 grammar
- compare and evaluate a range of approaches to the teaching of grammar
- summarise and critically engage with the current research literature on the acquisition and pedagogy of L2 grammar

- evaluate the challenges posed by specific features of English grammar for the learner of English
- apply the theoretical insights gained to the teaching of English grammar
- evaluate pedagogical tasks and materials for English teaching

Assessment

3,500-4,000 word essay

Suggested readings

Larsen-Freeman, D. 2003. Teaching Language: From Grammar to Gramming. Boston: Thomson Heinle. (Textbook)

Thornbury, S. 1999. How to Teach Grammar. London: Longman

Hinkel, E. (Ed.) 2016. Teaching English grammar to speakers of other languages. London: Routledge.

Fotos, S. and H. Nassaji (eds.). 2007. Form-focused Instruction and Teacher Education. Oxford: Oxford University Press.

LI 7866 Bilingualism and the Maintenance of Irish

Credits: 10

Lecturer: Sarah Sheridan

Aims:

On successful completion of this module students should be able to:

- Analyse general issues and concepts in research on individual and societal bilingualism
- Assess research on early bilingual acquisition of language and on bilingualism and thought
- Critically analyse the factors affecting minority and endangered languages, and the circumstances in which language loss and language attrition are likely to occur
- Describe and assess the nature and extent of Irish/English bilingualism
- Examine the history of the Irish language and assess efforts to revitalise it
- Appraise the current position of Irish in comparative minority-language context and evaluate the potential of language planning and maintenance initiatives
- Assess the role of the education system in ensuring intergenerational transmission of the Irish language

- Evaluate theory and research in psycholinguistics, sociolinguistics and education that are relevant to bilingualism and the promotion of Irish.

Note: Students do not need to be able to speak Irish to take this module. The module uses the Irish language in Ireland as a case study through which to explore bilingualism and the maintenance of minority languages.

This module has four aims: (i) to introduce key concepts and theories in bilingualism (2) to examine bilingualism and language maintenance in Ireland in a historical and a comparative context, making reference to other minority language situations; (3) to critically evaluate successes and failures in national efforts to revitalise Irish; and (4) to assess the contribution of the education system to the intergenerational transmission of the language.

The course is intended as an introduction to sociolinguistic research for students who are considering research either on bilingualism or on the Irish language.

The topics are presented in lectures and explored in class discussions. Each student also presents a mid term paper to the class on either a) an aspect of bilingualism; b) on a particular bilingual or minority language situation with which the student is familiar; c) on a language planning/maintenance issue with which the student is familiar. Specific themes addressed in the module include:

- General issues and concepts in individual and societal bilingualism
- Bilingual first language acquisition and bilingual processing
- Code-switching, code-mixing and borrowing
- Minority and endangered languages, language loss and language attrition
- The nature and extent of Irish/English bilingualism today
- National efforts to revitalise Irish since the foundation of the state; levels of support for various measures
- Successes and failures in learning Irish at primary level; Long-term trends in attainment
- Classroom learning of Irish; attitudes of teachers, children and parents
- Bilingual education and immersion; Educational models that promote additive bilingualism
- Bilingualism and Identity; the role of minority language proficiency in identity development

Suggested Readings:

- Baker, C., (2006) Foundations of bilingual education and bilingualism (Third Edition). Clevedon: Multilingual Matters.
- Bhatia, T. and W. C. Ritchie, (eds.), (2004) The Handbook of Bilingualism. Oxford: Blackwell.
- Dornyei, Z. (2005) The Psychology of the language learner. NJ: Lawrence Erlbaum Associates.
- Fishman, J. A., (ed.), (2001) Can Threatened Languages be Saved? Clevedon: Multilingual Matters.
- Harris, J. (Ed) (2007) Special Issue: Bilingual education and bilingualism in Ireland North and South. International Journal of Bilingual Education and Bilingualism, 10(4).
- Harris, J., Forde, P., Archer, P., Nic Fhearaile, S. and O Gorman, M. (2006) Irish in primary school: Long term national trends in achievement in Irish. Dublin: Department of Education and Science.
- McCardle, P. and Hoff, E. (Eds) (2006) Childhood bilingualism: Research on infancy through school age. Clevedon: Multilingual Matters.
- O' Riagain, P., (1997) Language Policy and Social Reproduction: Ireland 1893-1993. Oxford: Oxford University Press.

Assessment:

Final term 3-4,000 word assignment (70%)

Mid term Paper presentation (30%)

LI 7864 Corpus Linguistics

Credits: 10

Lecturer: Elaine Uí Dhonnchadha

Aims:

Corpora (large bodies of language samples (written/ spoken/signed/gestural) which are held electronically in text, audio and/or video form) can be used to provide evidence for linguistic research (in syntax, morphology, stylistics, pragmatics etc.). They can be used in historical and sociolinguistic studies, and can be used to generate authentic language teaching materials and language testing materials, and they are used in the generation and testing of speech and language processing tools.

This module will introduce students to the principles of corpus creation (i.e. design, collection, and annotation), and students will gain experience of using various types of corpora, corpus query tools, and corpus annotation tools.

Module Content:

Corpus Linguistics is a methodology which touches on all aspects linguistics, both theoretical and applied. A corpus consists of a large body of language samples which is held electronically in text, audio or video form. Corpora can be used to provide evidence for linguistic research (in syntax, morphology, stylistics, pragmatics etc.), they can be used to generate authentic language teaching materials and language testing materials, and they are widely used in the generation and testing of natural language processing tools.

Topics covered in this module will include:

- corpus design, and collection and preparation of corpus materials
- types of linguistic annotation, e.g. part-of-speech tags, phrase structure, phonetic, prosodic, gesture etc.
- manual and automatic methods of annotation, and the evaluation of annotations
- practical work on using corpora with various corpus query tools

Learning Outcomes:

On successful completion of the module, students should be able to:

- identify the benefits and limitations of using corpora in various linguistic domains
- analyse the requirements and formulate a corpus creation plan
- examine the current annotation standards and tools and select/develop appropriate standards and annotation tools for the particular annotation task.
- use various types of corpora and corpus query tools.

Assessment:

3-4,000 word assignment.

Recommended Reading List:

Relevant papers are assigned each week for class discussion.

Developing Linguistic Corpora: a Guide to Good Practice.
<http://www.ahds.ac.uk/creating/guides/linguistic-corpora/index.htm>

Abeille, A., 2003. Treebanks: Building and Using Parsed Corpora. Dordrecht, Boston, London: Kluwer Academic Publishers

Adolphs, A. 2009. Introducing electronic text analysis: a practical guide for language and literary studies. London : Routledge, 2006.

- Biber, D. and Gray, B. 2016. Grammatical Complexity in Academic English. Cambridge University Press.
- Brezina, V. 2018. Statistics in Corpus Linguistics. Cambridge University Press.
- Granger, S., Gilquin, G and Meunier, F. (Eds.) 2015. The Cambridge Handbook of Learner Corpus Research. Cambridge University Press.
- Hoffmann, S. et al. 2008. Corpus linguistics with BNCweb - a practical guide. Peter Lang.
- Hunston, S. 2002. Corpora in Applied Linguistics. Cambridge University Press
- Ide, N and Pustejovsky, J. (Eds.) 2017. Handbook of Linguistic Annotation. Springer.
- McEnery, T., R. Xiao and Y. Tono. 2006. Corpus-based Language Studies. London: Routledge.
- Meyer, C. F. 2002. English Corpus Linguistics. Cambridge: Cambridge University Press.
- O'Keeffe, A. and McCarthy, M. (Eds.) 2010. 'The Routledge Handbook of Corpus Linguistics'. Routledge.
- Pustejovsky, J. & Stubbs, A. 2012. Natural Language Annotation for Machine Learning: A Guide to Corpus-Building for Applications. O'Reilly Media
- Sinclair, J. M. 2004. Trust the Text: Language, Corpus and Discourse. London: Routledge

LIP 12005 Corpora in Speech and Language Processing

Credits: 10

Lecturer: Elaine Uí Dhonnchadha

Note: students must have a computer science/technical background to take this module.

Aims:

This module aims to:

- introduce students to corpus design, collection, pre- processing and annotation,
- enable students to gain experience of using various types of corpora, various corpus analysis and query tools, and corpus processing software,
- familiarise students with the research literature in the field

Module Content:

Corpora are used in machine learning, in the development and testing of speech and language processing tools, and the development of linguistic knowledge bases. Corpora also provide empirical evidence for linguistic research in morphology, phonology, syntax, pragmatics, stylistics, etc., and are widely used in language acquisition studies (L1 and L2), and in sociolinguistic and historical studies

Topics covered in this module will include:

- corpus design, and collection and pre-processing
- types of linguistic annotation, e.g. parts-of-speech, phrase structure, semantic, phonetic, prosodic, gestural annotation etc.
- manual and automatic methods of annotation, and the evaluation of annotations
- the exploitation of corpora in a variety of applications, using a variety of software tools

Learning Outcomes:

On successful completion of the module, students should be able to:

- identify the benefits and challenges of using corpora in various linguistic domains
- analyse requirements and formulate a corpus creation plan
- differentiate between current machine-learning algorithms and their applications
- present a synopsis of literature in the field
- use various types of corpora and corpus processing interfaces and tools.

Assessment:

3-4,000 word assignment.

Suggested Readings:

Relevant papers are assigned each week for class discussion.

Recommended reading:

Jurafsky, D. & Martin, J., 2019: *Speech and Language Processing*. Third Edition. Upper Saddle River, N.J.: Prentice Hall <https://web.stanford.edu/~jurafsky/slp3/ed3book.pdf>

Ide, N and Pustejovsky, J. (Eds.)2017. *Handbook of Linguistic Annotation*. Springer.

- Pustejovsky, J. & Stubbs, A. 2012. *Natural Language Annotation for Machine Learning: A Guide to Corpus-Building for Applications*. O'Reilly Media
- Klein, E., Loper, E. and Bird, S. 2009. *Natural Language Processing with Python – Analyzing Text with the Natural Language Toolkit*. O'Reilly Press.
<https://www.nltk.org/book/>
<https://www.datacamp.com/courses/natural-language-processing-fundamentals-in-python>
- Madnani, N. (2007). *Getting Started on Natural Language Processing with Python*. In XRDS: Crossroads, Volume 13 Issue 4. [https://datajobs.com/data-science-repo/NLP-\[Nitin-Madnani\].pdf](https://datajobs.com/data-science-repo/NLP-[Nitin-Madnani].pdf) (2012)
- Manning, C and Hinrich Schütze, H. (1999). *Foundations of Statistical Natural Language Processing*. MIT Press. Cambridge, MA.
<https://nlp.stanford.edu/fsnlp/>
<https://mitpress.mit.edu/books/foundations-statistical-natural-language-processing>
- Developing Linguistic Corpora: a Guide to Good Practice*. (n.d.)
<http://www.ahds.ac.uk/creating/guides/linguistic-corpora/index.htm>

Journals include:

- Association of Computational Linguistic Proceedings
- Language Resources and Evaluation Journal
- Natural Language Engineering
- Digital Humanities Scholarship
- Corpus Linguistics Journal
- International Journal of Corpus Linguistics

Academic standards in student work

ATTRIBUTION AND PLAGIARISM

All quotations from published and unpublished sources *must* begin and end with quotation marks and be accompanied by a full reference (see below). ***The following practices are unacceptable and will be treated as plagiarism:***

- copying without acknowledgement;
- selective copying (which omits words, phrases or sentences from the original) without acknowledgement;
- close summary without acknowledgement.

No student found guilty of plagiarism will be (i) awarded a degree or diploma or (ii) supported in applications for admission to other courses of study either at Trinity College or elsewhere.

To ensure that you have a clear understanding of what plagiarism is, how Trinity deals with cases of plagiarism, and how to avoid it, you will find a repository of information at <http://tcd-ie.libguides.com/plagiarism>

We ask you to take the following steps:

- (i) Visit the online resources to inform yourself about how Trinity deals with plagiarism and how you can avoid it at <http://tcd-ie.libguides.com/plagiarism> . You should also familiarize yourself with the 2015-16 Calendar entry on plagiarism located on this website and the sanctions which are applied;
- (ii) Complete the 'Ready, Steady, Write' online tutorial on plagiarism at <http://tcd-ie.libguides.com/plagiarism/ready-steady-write>. **Completing the tutorial is compulsory for all students.**
- (iii) Familiarise yourself with the declaration that you will be asked to sign when submitting course work at <http://tcd-ie.libguides.com/plagiarism/declaration>
- (iv) Contact your College Tutor, your Course Director, or your Lecturer if you are unsure about any aspect of plagiarism.

Plagiarism is a serious disciplinary offence: see also the College regulations on plagiarism printed at the end of this handbook.

REFERENCES

Students should ensure that they follow good academic practice in the presentation of essays and other written work. In assignments and dissertations references should be given in the main body of the text, giving the author and year of publication of the material being cited. Specific page references must be given for quotations. Using the 'author/date' system yields references such as:

Bialystok (2001) [for reference to a work as a whole]

Coleman (2002, p. 115) [for reference to one page in a work]

Tonhauser (2007, pp. 838-841) [for reference to several pages]

A complete alphabetical list of references must be included at the end of each piece of work. Each type of work cited (book, article in a book, article in a

journal, etc.) has a particular format which should be followed carefully. Detailed information on references, essay format, and the use of linguistic examples is given to students during orientation week: the following forms should be remembered as a guide to the most-commonly used published sources.

Bialystok, Ellen. 2001. *Bilingualism in Development: Language, Literacy, and Cognition*. Cambridge: Cambridge University Press.

Coleman, J. 2002. Phonetic representations in the mental lexicon, in J. Duran and B. Laks (eds.), *Phonetics, Phonology, and Cognition*, pp. 96-130. Oxford: Oxford University Press.

Tonhauser, Judith. 2007. Nominal tense? The meaning of Guaraní nominal temporal markers. *Language* 83: 831-869.

Assignments

PRESENTATION

Language. The discursive component of assignments must be written in English. Illustrative materials and examples may be in any appropriate language.

Length. The discursive component of assignments, including quotations from secondary sources, must not exceed the limits stated in the module handout. *Students are required to note the word count on the front of each assignment. They will be penalized for exceeding the stated word limit.*

Printing requirements. Assignments should be word-processed and printed *on one side of the paper only*, using double or 1.5 spacing, with a margin of at least one inch (2.5 cm) at the top, bottom, left, and right of the page. *Examiners will pay particular attention to the presentation of assignments, and candidates whose work is deficient in this regard will be penalized.*

Title page. Each assignment must begin with a title page that contains the following information (in this order): the full name of its author; the student number of the author; the title of the assignment or the task that it fulfils; the part of the course to which it is attached (where applicable); the term and year in which it is submitted.

Pagination. All pages must be clearly and sequentially numbered.

Binding. Assignments need not be bound in any formal sense, but all pages must be firmly fixed together, e.g. by a strong staple.

References. Every assignment must include an alphabetical list of references, presented according to the conventions set out above.

Doubtful cases. Candidates who are uncertain how to apply the above conventions to any of their assignments should consult with the member(s) of staff responsible for the part(s) of the course in question.

SUBMISSION

Assignments must be handed in at Room 4091, Arts Building on or before the date they are due. Unless they present a medical certificate to the course coordinator, **students are automatically penalized for late submission of an assignment – 5% if the assignment is up to one week late and 10% if the assignment is between one and two weeks late.** Without a medical certificate, no assignment will be accepted later than two weeks after the submission date.

GRADES

Assignments are graded according to the scale in general use in the university:

I	70+
II.1	60-69
II.2	50-59
III	40-49
F1	30-39 (fail)
F2	0-29 (fail)

In general the four passing classes are to be interpreted as follows:

I demonstrates a full understanding of key issues, an ability to construct a detailed argument on the basis of that understanding, and a capacity for developing innovative lines of thought

II.1 demonstrates a full understanding of key issues and an ability not only to construct a detailed argument on the basis of that understanding, but to generate additional insights

II.2 demonstrates a full understanding of key issues and an ability to construct a detailed argument on the basis of that understanding

III demonstrates an adequate understanding of key issues and an ability to construct a basic argument.

Grades received as part of student feedback are provisional; final grades are decided at the Court of Examiners meeting in late May. Results are communicated to the student's home university by Academic Registry.

Appendix 1 – Plagiarism

Extract from General Regulations and Information, University Calendar, Paragraphs 96-105

<https://www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf>

Plagiarism

96 General

It is clearly understood that all members of the academic community use and build on the work and ideas of others. It is commonly accepted also, however, that we build on the work and ideas of others in an open and explicit manner, and with due acknowledgement.

Plagiarism is the act of presenting the work or ideas of others as one's own, without due acknowledgement.

Plagiarism can arise from deliberate actions and also through careless thinking and/or methodology. The offence lies not in the attitude or intention of the perpetrator, but in the action and in its consequences.

It is the responsibility of the author of any work to ensure that he/she does not commit plagiarism.

Plagiarism is considered to be academically fraudulent, and an offence against academic integrity that is subject to the disciplinary procedures of the University.

97 Examples of Plagiarism

Plagiarism can arise from actions such as:

- (a) copying another student's work;
- (b) enlisting another person or persons to complete an assignment on the student's behalf;
- (c) procuring, whether with payment or otherwise, the work or ideas of another;

(d) quoting directly, without acknowledgement, from books, articles or other sources, either in printed, recorded or electronic format, including websites and social media;

(e) paraphrasing, without acknowledgement, the writings of other authors.

Examples (d) and (e) in particular can arise through careless thinking and/or methodology where students:

(i) fail to distinguish between their own ideas and those of others;

(ii) fail to take proper notes during preliminary research and therefore lose track of the sources from which the notes were drawn;

(iii) fail to distinguish between information which needs no acknowledgement because it is firmly in the public domain, and information which might be widely known, but which nevertheless requires some sort of acknowledgement;

(iv) come across a distinctive methodology or idea and fail to record its source.

All the above serve only as examples and are not exhaustive.

98 Plagiarism in the context of group work

Students should normally submit work done in co-operation with other students only when it is done with the full knowledge and permission of the lecturer concerned. Without this, submitting work which is the product of collaboration with other students may be considered to be plagiarism.

When work is submitted as the result of a group project, it is the responsibility of all students in the group to ensure, so far as is possible, that no work submitted by the group is plagiarised. In order to avoid plagiarism in the context of collaboration and group work, it is particularly important to ensure that each student appropriately attributes work that is not their own.

99 Self plagiarism

No work can normally be submitted for more than one assessment for credit. Resubmitting the same work for more than one assessment for credit is normally considered self-plagiarism.

100 Avoiding plagiarism

Students should ensure the integrity of their work by seeking advice from their lecturers, tutor or supervisor on avoiding plagiarism. All schools and departments must include, in their handbooks or other literature given to students, guidelines on the appropriate methodology for the kind of work that students will be expected to undertake. In addition, a general set of guidelines for students on avoiding plagiarism is available on [http://tcd-
ie.libguides.com/plagiarism](http://tcd.ie.libguides.com/plagiarism) .

101 If plagiarism as referred to in §96 above is suspected, in the first instance, the Director of Teaching and Learning (Undergraduate), or their designate, will write to the student, and the student's tutor advising them of the concerns raised. The student and tutor (as an alternative to the tutor, students may nominate a representative from the Students' Union) will be invited to attend an informal meeting with the Director of Teaching and Learning (Undergraduate), or their designate, and the lecturer concerned, in order to put their suspicions to the student and give the student the opportunity to respond. The student will be requested to respond in writing stating his/her agreement to attend such a meeting and confirming on which of the suggested dates and times it will be possible for them to attend. If the student does not in this manner agree to attend such a meeting, the Director of Teaching and Learning (Undergraduate), or designate, may refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to under CONDUCT AND COLLEGE REGULATIONS §2.

102 If the Director of Teaching and Learning (Undergraduate), or designate, forms the view that plagiarism has taken place, he/she must decide if the offence can be dealt with under the summary procedure set out below. In order for this summary procedure to be followed, all parties attending the informal meeting as noted in §101 above must state their agreement in writing to the Director of Teaching and Learning (Undergraduate), or designate. If one of the parties to the informal meeting withholds his/her written agreement to the application of the summary procedure, or if the facts of the case are in dispute, or if the Director of Teaching and Learning (Undergraduate), or designate, feels that the penalties provided for under the summary procedure below are inappropriate given the circumstances of the case, he/she will refer

the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to under CONDUCT AND COLLEGE REGULATIONS §2.

103 If the offence can be dealt with under the summary procedure, the Director of Teaching and Learning (Undergraduate), or designate, will recommend one of the following penalties:

(a) Level 1: Student receives an informal verbal warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will be assessed and marked without penalty;

(b) Level 2: Student receives a formal written warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will receive a reduced or capped mark depending on the seriousness/extent of plagiarism;

(c) Level 3: Student receives a formal written warning. The piece of work in question is inadmissible. There is no opportunity for resubmission with corrections. Instead, the student is required to submit a new piece of work as a reassessment during the next available session. Provided the work is of a passing standard, both the assessment mark and the overall module mark will be capped at the pass mark. Discretion lies with the Senior Lecturer in cases where there is no standard opportunity for a reassessment under applicable course regulations.

104 Provided that the appropriate procedure has been followed and all parties in §101 above are in agreement with the proposed penalty, the Director of Teaching and Learning (Undergraduate) should in the case of a Level 1 offence, inform the course director and where appropriate the course office. In the case of a Level 2 or Level 3 offence, the Senior Lecturer must be notified and requested to approve the recommended penalty. The Senior Lecturer may approve, reject, or vary the recommended penalty, or seek further information before making a decision. If the Senior Lecturer considers that the penalties provided for under the summary procedure are inappropriate given the circumstances of the case, he/she may also refer the matter directly to the Junior Dean who will interview the student and may implement the procedures as referred to under CONDUCT AND COLLEGE REGULATIONS §2.

Notwithstanding his/her decision, the Senior Lecturer will inform the Junior Dean of all notified cases of Level 2 and Level 3 offences accordingly. The Junior Dean may nevertheless implement the procedures as referred to under CONDUCT AND COLLEGE REGULATIONS §2.

105 If the case cannot normally be dealt with under the summary procedures, it is deemed to be a Level 4 offence and will be referred directly to the Junior Dean. Nothing provided for under the summary procedure diminishes or prejudices the disciplinary powers of the Junior Dean under the 2010 Consolidated Statutes.

See also:

[Plagiarism Policy](#)

[Avoiding Plagiarism](#) (Library Guide)

Appendix 2 – European Credit Transfer and Accumulation System (ECTS)

The European Credit Transfer and Accumulation System (ECTS) is an academic credit system based on the estimated student workload required to achieve the objectives of a module or programme of study. It is designed to enable academic recognition for periods of study, to facilitate student mobility and credit accumulation and transfer. The ECTS is the recommended credit system for higher education in Ireland and across the European Higher Education Area.

The ECTS weighting for a module is a **measure of the student input or workload** required for that module, based on factors such as the number of contact hours, the number and length of written or verbally presented assessment exercises, class preparation and private study time, laboratory classes, examinations, clinical attendance, professional training placements, and so on as appropriate. There is no intrinsic relationship between the credit volume of a module and its level of difficulty.

The European **norm for full-time study over one academic year is 60 credits**. 1 credit represents 20-25 hours estimated student input, so a 10-credit module will be designed to require 200-250 hours of student input including class contact time, assessments and examinations.

ECTS credits are awarded to a student only upon successful completion of the course year . Progression from one year to the next is determined by the course regulations. Students who fail a year of their course will not obtain credit for that year even if they have passed certain component courses. Exceptions to this rule are one-year and part-year visiting students, who are awarded credit for individual modules successfully completed.

Appendix 3 – Links to University regulations, policies, and procedures

[Academic policies](#)

[Student complaints procedure](#)

[Dignity and respect policy](#)

Appendix 4 – Feedback and Evaluation

All modules will be evaluated by anonymous survey of students towards the end of the module.

[Student evaluation and feedback](#)